T.C.
MİLLÎ EĞİTİM BAKANLIĞI

ORTAÖĞRETİM
İNGİLİZCE DERSİ
(9, 10, 11 VE 12. SINIFLAR)
ÖĞRETİM PROGRAMI

2018

9th Grade

ORTAÖĞRETİM İNGİLİZCE DERSİ 9. SINIF ÖĞRETİM PROGRAMI (CEFR "A1-A2" SEVİYELERİ)

Dokuzuncu sınıf İngilizce dersi öğretim programı Avrupa Dilleri Öğretimi Ortak Çerçeve Programında (ADOÇP) açıklanan A1 ve A2 seviyelerine denk gelmektedir. Bu programda öğrencilerin 9. sınıfa kadar edindikleri İngilizce bilgisini pekiştirmek ve üst sınıflara sağlam bir temelle geçişlerini sağlamak amaçlanmıştır. Bu düzeydeki öğrenci grubunda geliştirilmesi beklenen beceriler basit konuşmaları kolaylıkla anlayabilmesi, kendini rahatça tanıtabilmesi ve günlük hayatını hedef dille sürdürebilmesidir. Yaş grubuna uygun olarak güncel konular iletişimsel bir bağlamda sunulmuş, temel fonksiyonlar sık sık farklı bağlamlarda tekrarlanarak kullanımlarının pekiştirilmesi hedeflenmiştir. Her ünitede dört dil becerisi birbiri ile bütünleşmiş olarak sunulmuş, içeriğin niceliği yerine niteliğine önem verilmiş, yoğun bir içerik yerine, sade ve sık tekrarlı bir içerik tercih edilmiştir. 9. sınıfa düşük dil yeterliği ile başlayan öğrencilerin dil seviyelerinin iyileştirilmesi amacıyla A1 düzeyinde işlev, kelime bilgisi ve yapıları üzerinde durulabilir. Yüksek dil yeterlilik düzeyi ile başlayan öğrenciler için ise A1 düzeyinde konuşma ve yazma gibi becerilere ağırlık verilerek, A2 düzeyi işlev, kelime bilgisi ve yapılarına daha fazla zaman ayrılabilir.

A1 (Temel Kullanıcı) Ortak Yeti Açıklamaları

Somut ihtiyaçlarını karşılayabilmek için aşina olduğu günlük ifadeleri ve çok basit sözcük öbeklerini kullanır ve anlar. Başkalarına kendini tanıtabilir ve onlara neler bildikleri, nerede yaşadıkları ve nelere sahip oldukları gibi kişisel bilgileri hakkında sorular sorabilir. Karşısındaki kişinin yardıma hazır bir şekilde yavaş ve açık konuşması hâlinde basit yolla iletişim kurabilir.

A2 (Temel Kullanıcı) Ortak Yeti Açıklamaları

Kendisiyle ilgili konularda sık kullanılan ifadeleri ve cümleleri anlayabilir (çok basit ailevi ve kişisel bilgiler, alışveriş, yerel coğrafya, selamlaşma vb.). Günlük hayatta çok karşılaşılan ve sıradan meselelerde dolaysız ve basit bilgi paylaşımında bulunabilir. Basit ve sıradan konular için iletişim kurabilir. Acil ihtiyaçlarını, çevresini ve geçmişini ifade edebilir.

9th Grade

THEME 1: STUDYING ABROAD		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Meeting new people and introducing oneself and family members **2. Talking about possessions** **3. Asking for and giving directions** -Hello/Hey/What's up? -Hi, long time no see! -Great to see you again! -Hi, how are you? /Hi, how is it going? -Not bad. -Goodbye -Catch you later! -Who is this in the picture? -This is my… -Is it your schedule? -No, it isn't. / Yes, it is. Meet my friend Tom. You're……? -What do you do? / -What do you do for a living? -I'm a hairdresser. -Which languages can you speak? / Can you speak any English? - Excuse me! Is there a hospital around here? -Yes, first of all go straight ahead, take the second left… - How can I get to the library?	**Listening** **E9.1.L1**. Students will be able to identify frequently used vocabulary for greetings and conversations in a simple recorded text. **E9.1.L2.** Students will be able to detect specific information about jobs/countries/ nationalities. **Pronunciation** **E9.1.P1.** Students will be able to recognize contracted forms of "am, is, are" and "have/has". **Speaking** **E9.1.S1.** Students will be able to introduce themselves and their family members. **E9.1.S2.** Students will be able to ask and answer about their personal belongings. **E9.1.S3.** Students will be able to ask for and give simple directions in simple phrases. **Reading** **E9.1.R1.** Students will be able to recognize familiar names, words and very basic phrases in simple texts such as postcards, greeting cards and emails. **E9.1.R2.** Students will be able to find specific information in a simple text about jobs/nationalities/countries. **Writing** **E9.1.W1.** Students will be able to write simple sentences and phrases (a postcard, an e-mail or a hotel registration form).	Games/Fun Road Signs Postcards and Greeting Cards Maps Note Taking Spoken Presentations Songs Descriptive/Biographical Texts Comics Survey on Personal Life (find someone who) E-mails **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY** **ELP Self-Assessment**

9th Grade

THEME 2: MY ENVIRONMENT		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Talking about locations of things **2. Asking about and describing neighborhood** **3. Making comparisons** - What do you have in your room/kitchen/classroom/lounge/school? Is it a large or a small cellar? There aren't any sport facilities in our school. Do you live in a nice community? This store is cheaper than the previous one. Is there a nice mall in this neighborhood? The one in our neighborhood is the biggest in Ankara.	**Listening** **E9.2.L1.** Students will be able to respond to the questions related to the topic of a recorded text/video. **E9.2.L2.** Students will be able to locate the things as they listen to information about the instructions. **Pronunciation** **E9.2.P1.** Students will be able to differentiate /ɪ/ and /i:/ sounds. *Eg. sit* /sɪt/ *seat* /si:t/ **Speaking** **E9.2.S1.** Students will be able to ask about and describe their neighbourhood. **E9.2.S2**. Students will be able to compare people, places and objects around them. **E9.2.S3.**Students will be able to ask and answer questions about location of things and places. **Reading** **E9.2.R1.** Students will be able to read a simple text for specific information about their neighbourhood/city etc. **Writing** **E9.2.W1.** Students will be able to fill in a chart comparing cities in different countries/Turkey. **E9.2.W2**. Students will be able to describe different environments in simple sentences and phrases.	Product Labels Brochures Discount Banners High-end Flea Market Songs Games Poster Advertisements Note taking Comparing Role play Information Gap Descriptive Text Tables/graphics **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

9th Grade

THEME 3: MOVIES		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Talking about likes/ dislikes, hobbies and free time activities **2. Expressing opinions** **3. Making preferences** **4. Asking about and telling the time and the date** **5. Inviting and refusing/accepting an invitation** I like/enjoy watching documentaries. Detective film is my thing. I hate watching cookery programs because I think they waste our time. Romantic movies are not very me. Marbling is my favorite art. Let's see/ How about going to see a movie tonight? Are you in the mood for a movie/an art exhibition on Saturday? -Why don't we have a cup of coffee after school? -Oh, What a great idea! -Oh, I think it is a fantastic idea! -Cool! -Thanks, that sounds nice! -Oh, I'd love to do that! -Well, I'd love to but I have other plans. I think it was a great movie. I believe this is ….. I suppose…. I guess the actress won the Oscar last year…. If you ask me…. Personally, I think… Can you tell me the time? Do you have the time? I prefer watching documentaries to TV serials	**Listening** **E9.3.L1.** Students will be able to detect familiar words/phrases about likes/dislikes and hobbies in a recorded text or video. **E9.3.L2.**Students will be able to reorder a recorded conversation about making invitations/ offers. **Pronunciation** **E9.3.P1.** Students will be able to differentiate /t/ sound from / θ / sound. *Eg. ten /ten/ thin / θɪn/* **Speaking** **E9.3.S1.** Students will be able to express their opinions about free time activites. **E9.3.S2.**Students will be able to ask about and tell the time and the date. **E9.3.S3**. Students will be able to talk about their preferences of hobbies and free time activities. **E9.3.S4.** Students will be able to act out a dialogue about accepting and refusing an invitation. **Reading** **E9.3.R1.** Students will be able to scan film reviews on blogs to decide which movie to see. **E9.3.R2.**Students will be able to find the main idea of a text about movies. **Writing** **E9.3.W1.** Students will be able to write their opinions on a blog. **E9.3.W2.** Students will be able to write short text messages to invite their friends for a movie.	Self-Prepared Video Competitions Podcasts Magazines Newspapers Movie Tracks Movies Internet Websites Graphics/Charts Jigsaw Puzzle Oral Retelling Narrative Text **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY** **ELP Self-Assessment**

9th Grade

THEME 4: HUMAN IN NATURE		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Describing daily routines **2. Talking about abilities** **3. Talking about frequencies of activities** I wake up at seven a.m. every morning when I go camping. He runs a couple of miles every morning to clear his head. Mum grows organic vegetables in her garden. We don't stay in a tent during our summer holidays. -How often do you go trekking? -Sometimes. -Once a week. Robert can cook delicious meals but I can't. How long can you survive without water? I am not sure but I think one or two days. What can Sheila do? What can we do to prevent natural disasters? My friends help the victims/casualties of natural disaster.	**Listening** **E9.4.L1.** Students will be able to identify the subject of a text with the help of familiar words. **E9.4.L2.** Students will be able to identify time expressions of daily routines. **Pronunciation** **E9.4.P1.** Students will be able to pronounce /s/ , /z/ and / ɪz/ sounds. *Eg. runs /rʌns/ brings /brɪŋz/ watches /wɒtʃɪz/* **Speaking** **E9.4.S1.** Students will be able to talk about their abilities. **E9.4.S2.** Students will be able to talk about their daily activities and the frequencies of those activities. **Reading** **E9.4.R1.** Students will be able to identify specific information in a simple written material such as short newspaper articles on effects of natural events. **E9.4.R2.** Students will be able to scan reading passages about people to find out different/unusual abilities. **Writing** **E9.4.W1.** Students will be able to write about their friend's daily life and the frequencies of their activities. **E9.4.W2.** Students will be able to write a short paragraph about love for nature.	Magazines Newspapers Internet websites Graphics/Charts TV news broadcasts Monologues Jigsaw Informative texts **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

9th Grade

THEME 5: INSPIRATIONAL PEOPLE		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Asking about and describing people's appearances and characters **2. Comparing characteristics and appearances** **3. Expressing opinions (Agreeing, disagreeing, etc…)** **4. Talking about current activities** Who inspires you most in Turkish history? What is s/he like? What does…look like? How old/tall/long…? What color……? She has got blonde/wavy hair / a purple headscarf. In the picture Claire's hair is shorter than Hanna's. Who is your favorite sportsman/ sportswoman? S/he is a born singer. He has got a natural talent for sports. -I think George is more emotional than Jay. -I disagree with you, I think vice versa. In my opinion… I totally disagree. / I'm afraid, I disagree… She is getting ready for the shot. Is the producer working on a new film? The famous footlball player is visiting charity organizations for the refugees now.	**Listening** **E9.5.L1.** Students will be able to identify the descriptions of people's appearances in a recorded text. **Pronunciation** **E9.5.P1.** Students will be able to practice /ŋ / sound. *Eg. Bringing /brɪŋɪŋ/* **Speaking** **E9.5.S1.** Students will be able to compare characteristics of different well-known people by expressing their opinions. **E9.5.S2.** Students will be able to describe current actions in pictures. **Reading** **E9.5.R1.** Students will be able to scan a text for specific information. **E9.5.R2.** Students will be able to guess the meanings of unknown words from the contexts. **Writing** **E9.5.W1.** Students will be able to write a text comparing characteristics of people by giving their opinions. **E9.5.W2.** Students will be able to write a text describing their inspirational character.	TV/Radio/ Podcasts Magazine/Newspaper Games/Fun Comics Songs Videos Poem Note Taking Fan Letters Character Diaries Role Play Survey on Appearances at School Guess Who Interview **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY** **ELP Self-Assessment**

9th Grade

THEME 6: BRIDGING CULTURES		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Asking about and describing cities **2. Identifying cultural differences** **3. Talking about travel and tourism** **4. Ordering food** Turkish people in general are very hospitable to visitors from other countries. Indian food is spicy, but it's not the same in Australia. What do you think about the social life in the States? People immigrate to…, because there are many job opportunities. What is the weather like in…? It is rainy almost everyday in England. Do you have any suggestion for me? I suggest you visit the Berlin Museum when you take a trip to Germany. I strongly advise you to visit/eat…in … What is the purpose of your visit? Please don't leave any bags unattended. Flight number TK1987 is now boarding/ has landed. -When is the next flight to London? -On Wednesday at 5.30. -What would you like to have? -I'd like to have/eat a steak and salad. -Would you like to drink something? -Lemonade, please! -What about you, madam?	**Listening** **E9.6.L1.**Students will be able to detect specific information in public announcements at the airport / train station etc. **E9.6.L2.**Students will be able to identify the most frequently used expressions to order food in a restaurant. **Pronunciation** **E9.6.P1.**Students will be able to differentiate /v/ and /w/ sounds. *Eg. Very /verı/ well /wel/* **Speaking** **E9.6.S1.**Students will be able to take part in a dialogue about ordering food at a restaurant/cafe. **E9.6.S2.**Students will be able to take part in conversations that can occur while travelling. **E9.6.S3.**Students will be able to use the most frequently used expressions to buy a flight/ bus/train ticket. **E9.6.S4.** Students will be able to talk about some basic cultural differences of places they have visited. **Reading** **E9.6.R1.**Students will able to scan short texts describing some famous cities in the world for specific information. **E9.6.R2.** Students will be able to get the main points of the informative texts related to intercultural differences. **Writing** **E9.6.W1.** Students will be able to write a short message to leave at the reception desk for their parents. **E9.6.W2.** Students will be able to write a series of sentences about the city that they would like to visit by indicating reasons.	Announcements Newspaper Transportation Schedules Graphics/ Currency Charts Film Comics Maps Road Signs Expository Texts Note Taking Role Play Songs Surveying Guessing **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

9th Grade

THEME 7: WORLD HERITAGE		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Talking about past events **2. Making inquiries** **3. Asking and answering questions in an interview** Why did/was…? Who did/was…? What did/were….? Where did/were…? Did you…? Was she…? Can you tell me what happened? As far as I can remember, s/he was… When the Egyptians built the Great Pyramid of Giza… Before Greeks decided to build… Firstly, they carried… Secondly, they decided on…	**Listening** **E9.7.L1.**Students will be able to organize information on world heritage in a recorded text/video. **E9.7.L2.** Students will be able to respond to simple questions/ statements in a recorded interview. **Pronunciation** **E9.7.P1.** Students will be able to sound natural producing "*-ed"* sounds in regular past verbs and the pronunciation of /wəz/ and /wɒz/. **Speaking** **E9.7.S1.** Students will be able to ask and answer simple questions in an interview about past times and past events. **E9.7.S2.** Students will be able to give a short simple presentation about an ancient civilization they have searched before. **Reading** **E9.7.R1.**Students will be able to ask and answer the questions about a text related to the world heritage. **E9.7.R2.** Students will be able to reorder the events in a short story. **Writing** **E9.7.W1.** Students will be able to write a series of sentences about historical places they visited in the past.	Making Timeline Films Literary Texts (poem, story, etc.) Story Boards Summary Writing Oral Retelling Jigsaw Puzzle Compare and Contrast/Narrative Texts Repeating Role Play Song/ Chants **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

9th Grade

THEME 8: EMERGENCY AND HEALTH PROBLEMS		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Asking for and giving advice **2. Giving and understanding simple instructions in case of emergency** **3. Talking about something that has happened recently** **4. Expressing obligations and prohibitions** What should I do? In the event of an earthquake, you should take shelter under a table. When you get a cut in your hand, you should put a piece of cloth on it. What causes the flu? You'd better take a long rest when you catch the flu. You should see a doctor when you have a high fever. If/ when someone faints, first of all check if he/she is still breathing, secondly alert medical personnel, and then position the person properly… -What are your symptoms? -I've got a rash on my hand. -Have you eaten anything allergic recently? -Your temperature is normal. -Open your mouth, please. I must see a dentist. You mustn't smoke in this area. Workers have to wear their helmets while working in this workplace.	**Listening** **E9.8.L1.** Students will be able to identify the most frequently used expressions about health problems. **Pronunciation** **E9.8.P1.** Students will be able to notice sentence intonation. *Eg. Where is the nearest hospital? (falling intonation)* *Is that the new doctor? (rising intonation)* **Speaking** **E9.8.S1.** Students will be able to ask for help from the emergency services in areas of immediate need. **E9.8.S2.** Students will be able to ask for and give advice about health problems. **E9.8.S3.** Students will be able to express obligations, responsibilities and prohibitions in social life. . **Reading** **E9.8.R1.** Students will be able to find the main idea of a text about health problems/emergency situations that have happened recently. **Writing** **E9.8.W1.** Students will be able to prepare posters/leaflet/brochures about safety and health at work.	TV Radio Newspaper Patient Information Leaflets (PILs) Songs/Chants Expository Texts Oral Retelling Spoken Presentation Advice Columns Brochures **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY** **ELP Self-Assessment**

9th Grade

THEME 9: INVITATIONS AND CELEBRATIONS		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Asking for and giving suggestions **2. Doing shopping** **3. Making requests** **4. Talking about future plans** **5. Making and answering phone calls** My family is going to throw a birthday party for me tomorrow. Would you like to join us? Would you like to join us for iftar this evening? Are you good at cooking? Can you help me? Have you got any…that I could borrow? Have you got time to prepare some…? Would you mind making a shopping list for the party? Do you mind if I use your car? -Let's go to the cafe, what do you think? -Let's do that/ I like that idea. -I'd rather not because… -Let's keep thinking. -Hey George, it is Lisa calling. -Is Jackson in? / Can I talk to Jackson? -Just a second, I'll call him. -Can you speak slowly, please? -Thanks for calling, bye for now! Remember/don't forget to do it. How much does this cost? Can I have a kilo of grapes? -Do you have any …? / I'm looking for a…. -No, we don't sell them. -How will you pay? -I'll pay in cash/by credit card.	**Listening** **E9.9.L1.** Students will be able to fill in the missing parts in a dialogue about invitations and apologies on a phone call. **E9.9.L2.**Students will be able to recognise the most frequently used expressions related to shopping in a recorded text. **Pronunciation** **E9.9.P1.**Students will be able to practice "yod coalescence". (Could you…? Would you …?). **Speaking** **E9.9.S1.** Students will be able to make and respond to suggestions/ requests. **E9.9.S2.** Students will be able to describe future plans and arrangements. **E9.9.S3.**Students will be able to give and receive information about quantities, numbers, and prices in conversations about shopping. **Reading** **E9.9.R1.** Students will be able to find the supporting ideas in a text. **Writing** **E9.9.W1.** Students will be able to write simple invitation letters. **E9.9.W2.**Students will be able to write a short paragraph about their future plans.	Games/ Fun Invitation Cards Menus Songs Note Taking Oral Retelling Singing E-mails Invitee Lists Letters Telephone Conversations Coupons Posters Tables **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

9th Grade

THEME 10: TELEVISION AND SOCIAL MEDIA		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Making predictions about the future **2. Asking for and giving opinion (agreement, disagreement, etc…)** **3. Interrupting someone in a conversation** **4. Gaining time in a conversation** - What do you think…?/ What is your idea …? - I think/In my opinion/ To me, we won't use television in the near future, because… - I don't think so./ No chance! / Never in a million years! That's for sure! /Absolutely! / I guess so! I'm not so sure about it. I couldn't agree more. / No way! I'd say exactly the opposite. No, I'm not so sure about that. That's not always the case. I think there is no point in sharing private photos in social media. You shouldn't rely on all the news available on the net. I prefer watching quiz shows to talent shows. No doubt about it. You have a point there. I was just going to say that. Do you have anything to say about this? Can I add something here? / If I might add something Sorry to interrupt you. Well/ so/ anyway/ let me think/ let me see/ you know/ like/ umm/ I mean.	**Listening** **E9.10.L1.** Students will be able to put the events in a TV broadcast in order. **Pronunciation** **E9.10.P1.** Students will be able to practice /d/ and /ð/ sounds. *Eg. Day /deɪ/ They / ðeɪ /* **Speaking** **E9.10.S1.** Students will be able to make predictions about the future. **E9.10.S2.** Students will be able to agree or disagree with others by giving their opinions. **E9.10.S3.** Students will be able to act out a dialogue using the expressions and phrases to interrupt and gain time in a conversation. **Reading** **E9.10.R1.** Students will be able to skim short and simple texts to draw a conclusion in terms of social media. **Writing** **E9.10.W1.** Students will be able to write a comment on a topic via social media.	TV/Podcasts Magazine/Newspapers Brochures Print Media Comics Internet Websites Graphics/Charts Poems Jigsaw Puzzle Note Taking Summary Writing Spoken Presentation Simple Discussion Poster Advertisements Persuasive Essays Cause and Effect Essays **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY** **ELP Self-Assessment**

10th Grade

ORTAÖĞRETİM İNGİLİZCE DERSİ 10. SINIF ÖĞRETİM PROGRAMI (CEFR "A2+, B1" SEVİYELERİ)

Onuncu sınıf İngilizce dersi öğretim programında öğrenim gören öğrencilerin Avrupa Dilleri Öğretimi Ortak Çerçeve Programında (ADOÇP) Temel Düzeyde yer alan A2+ seviyesinden Bağımsız Kullanıcı Düzeyinde B1 seviyesine geçiş yapması amaçlanmıştır. Bu geçiş sürecinde programda öncelikli olarak dinleme ve konuşma becerilerinin günlük konuşma dilinde kullanılan kelimeler ile desteklenerek geliştirilmesine yer verilmiştir. 10. sınıf öğrencilerinin yaşları ve ana dillerindeki gelişimleri de göz önünde bulundurularak okuma ve yazma aktivitelerine de dinleme ve konuşma aktiviteleri ile bağlantılı olmak şartıyla eşit ağırlık verilmeye çalışılmıştır. Ancak, bazı telaffuz hatalarının kalıcı olmaması için 10. sınıf öğretim programında telaffuz çalışmalarına özel bir önem verilmiştir. Tüm becerilerin gerçek hayatta dil kullanımına paralel olarak birbirleri ile ilintili ve birbirlerini destekler aktiviteler ve materyaller ile öğrencilere sunulması amaçlanmıştır. Öğrencilerin gerek yabancı dil gerek ise genel kültür alanlarında bildikleri konulardan bilmedikleri konulara yönlendirilmeleri programın temelini oluşturur. Buna ek olarak öğrencilerin dili bir bütün olarak görmeleri ve pratik yapmaları teşvik edilmektedir. İngilizceyi rahat ve akıcı bir şekilde kullanabilmelerinin yanı sıra 10. sınıf öğrencilerinin kendilerini farklı alan, konu ve düzeylerde gerek sözel gerek ise kısa da olsa yazılı şekilde ifade edebilmeleri beklenmektedir.

A2+ (Temel Düzey Kullanıcı)

Basit ve günlük konuşmaları zorluk çekmeden anlar ve gündelik, tahmin edilebilir konular üzerinde gerekli olduğu zamanlarda yardım alıp konuşabilir. Genel olarak verilen mesajdan biraz ödün vermesi ya da bazen kelimeleri bulmak veya hatırlamak için duraklaması gerekse de çok rastlanan günlük konuşmaların üstesinden gelebilir. Örneğin kendini nasıl hissettiğini ve duygularını basit cümleler ile tarif edebilir ve çevresindeki günlük olaylar (kişiler, yerler, bir iş veya okul deneyimi) ile ilgili detaylı tanımlar yapabilir. Bunlara ek olarak geçmiş tecrübelerini, kişisel deneyimlerini, alışkanlıklarını, rutinlerini, planlarını, hazırlıklarını, neleri sevip neleri sevmediğini anlatabilmede A2 seviyesine oranla daha çok beceriye sahiptir.

B1 (Bağımsız Kullanıcı)

B1 seviyesi Geçiş Seviyesi olarak nitelendirilir ve bu seviyedeki öğrenciler iki ana özelliğe sahiptirler. İlk olarak söylemek istediklerini ifade edebilme ve içinde bulundukları iletişimi sürdürebilme yeteneğine sahiptirler. Örneğin, bu seviyedeki bir öğrenci çevresindeki uzun konuşmaları genel olarak takip edebilir, anlaşılır bir şekilde değinmek istediği ana konuları belirtebilir ve kullanacağı dil yapıları ve kelimeleri planlamak için duraksasa da konuşmalarını anlamlı bir şekilde sürdürebilir. B1 seviyesindeki öğrencinin diğer bir ana özelliği ise günlük problemlerin üstesinden gelebilme becerisidir. Örneğin, toplu taşıma ile ilgili çok sık karşılaşılmayan durumlar ile baş edebilir ve bir seyahat temsilcisi ile yapılan seyahat planlamaya yönelik görüşmelerin ya da seyahatler sırasında karşılaşılması olası durumların üstesinden gelebilir. Ayrıca alışılagelmiş konulardaki günlük konuşmalara hazırlık ve plan yapmadan katılabilir.

10th Grade

THEME 1: SCHOOL LIFE		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Exchanging personal information in both formal and informal language **2. Taking part in a conversation in everyday life situations** I go to school every day. I usually practise wrestling/archery after school. Where do you live? Are you from …? -Do you have any sisters or brothers? -Yes, I have a sister. / No, I don't have any sisters or brothers. -What does your father do? -He is an engineer. -How do you come to school? -I come to school on foot/ by bus. -Which subject do you like most? -I like …most. -What's your favorite …? -My favorite … is …/ It's ... -Do you like …? -Yes, I love it. / I really like it. /No, I hate it. -What do you think about ..? -I think….. -In my opinion, …	**Listening** **E10.1.L1.** Students will be able to identify expressions related to school/ everyday life and free time activities **Pronunciation** **E10.1.P1.** Students will be able to practice intonation in asking and answering questions in daily conversations. *Eg.* *What does your father do? (falling intonation)* *Are you thirsty? (rising intonation)* **Speaking** **E10.1.S1.** Students will be able to introduce themselves and others individually/ in pairs or small groups. **E10.1.S2.** Students will be able to exchange personal information in both formal and informal situations. **Reading** **E10.1.R1.** Students will be able to diagrammatize a text about everyday life into a graphic organizer. **Writing** **E10.1.W1.** Students will be able to describe themselves, their family and their habits in a short descriptive paragraph with the help of cues and/or guiding questions.	Movies Realia Surveys Class Profile Posters Short Reading Texts Information Gap Activities Roleplays Miming and Acting Songs Communicative Games **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY** **ELP Self-Assessment**

10th Grade

THEME 2: PLANS		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Describing future plans and arrangements **2. Expressing one's ideas in unplanned situations** **3. Making oral presentations on a planned topic** I am going to fly to New York this summer. I've already bought my ticket. When are you going to take the exam? A: Are you coming to the movie this afternoon? B: I'm afraid I can't. I'm meeting with my friends at the café. A: And you? Are you free this afternoon? A: I won't be in Erzurum for some time. B: When will I see you again? A: My family and I are going to come back in September. A: Susan is looking for you. B. Ok, I'll see her in the classroom. We should leave the house now. Our bus leaves at 8:30 a.m. and we have 15 minutes to catch it. I think I'll be a teacher in 10 years from now. I'm sure you'll be very rich one day. He is having a job interview on Monday. Let's do a project together. I'd love to but I am going to help Ali with his homework. I always keep my promise.	**Listening** **E10.2.L1.** Students will be able to catch the details of future plans and arrangements in a recorded text/video. **Pronunciation** **E10.2.P1.** Students will be able to practice intonation in asking and answering questions in daily conversations. *Eg.* *Are you coming to the movie? (rising intonation)* *I'm afraid I can't. (rising intonation)* **Speaking** **E10.2.S1.** Students will be able to talk about their own plans for the future. **E10.2.S2.** Students will be able to express their ideas in unplanned situations. **Reading** **E10.2.R1.** Students will able to identify specific information about people's future plans and arrangements in a text. **E10.2.R2.** Students will be able to skim a text to draw a conclusion. **Writing** **E10.2.W1.** Students will be able to write an opinion paragraph about their plans.	Movies Daily/Weekly/Monthly Planners Surveys Interviews Short Oral Presentations Roleplays Shopping Lists Group Problem Solving Activities Songs Communicative Games **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

10th Grade

THEME 3: LEGENDARY FIGURE		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Describing past activities and events **2. Talking about sequential actions** **3. Describing characters and settings in an event in the past** First, there was a sudden noise… When the film ended, I was crying. While he was riding in the forest, he felt something strange behind his shoulders. He immediately stopped his horse and looked around. He saw a ... I finished school two years ago. I ran into a friend while I was walking to school. Yesterday morning I got up. First, I brushed my teeth. Then I had breakfast. I drank my coffee. Finally, I left the house at 8:00 a.m. yesterday, yesterday evening, two hours ago, in 1998, last weekend, last summer, last Friday.	**Listening** **E10.3.L1.** Students will be able to put the events in the correct order by listening to a story. **Pronunciation** **E10.3.P1.** Students will be able to practice uttering "–ed" sounds in V2. *Eg. Wanted /wɒntɪd/ injured /ɪndʒərd/* **Speaking** **E10.3.S1.** Students will be able to act out a story as a legendary figure. **E10.3.S2.** Students will be able to retell a story by describing characters and places. **E10.3.S3.** Students will be able to talk about a historical legendary figure in Turkish history. **Reading** **E10.3.R1.** Students will be able to scan a short story to fill in the timelines with events and dates. **E10.3.R2.** Students will be able to answer the questions about past events given in a reading text. **Writing** **E10.3.W1.** Students will be able to write the end of a given unfinished story.	Movies Short texts Scanning and Filling in Charts Roleplays Drama (Plays) Cue-cards Picture Strips Writing an Alternative Ending to a Story/Short Story/Collaborative Story Writing Movie Review Songs Communicative Games **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY** **ELP Self-Assessment**

10th Grade

THEME 4: TRADITIONS		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Describing habits and routines in the past **2. Making oral presentations on a specific topic** People used to watch the shadow plays. In Western Cultures, people wear shoes at home, but in Eastern cultures, they take off their shoes when entering a house. People used to dispell all the bad spirits with fire but now they use fireworks for celebrations. People did not use to have personal computers. We used to live in a small town when I was young, but now we live in a big city. I used to play with my dolls when I was a kid. She used to carry her blanket with her when she was a child. I didn't use to go to school on foot when I was at primary school. There didn't use to be any traffic jam in the main streets of this city 50 years ago. Ahi Evran used to recommend the members of Ahi Foundation to be honest while trading. The Ottoman Sultans used to build foundations for charity.	**Listening** **E10.4.L1.** Students will be able to locate specific information about traditions in charts by watching short documentaries. **Pronunciation** **E10.4.P1.** Students will be able to practice /t/ and /Ø/ sounds. *Eg. three /θri:/ tree /tri:/* **Speaking** **E10.4.S1.** Students will be able to deliver a short speech using visuals on traditions. **E10.4.S2.** Students will be able to talk about several things they used to do when they were children. **Reading** **E10.4.R1.** Students will be able to answer the questions about short texts on social, educational, and technological lives of people in the past around the world. **E10.4.R2.** Students will be able to identify the differences between the lifestyles and customs of people in the past and the ones in the 21st century in a written text. **Writing** **E10.4.W1.** Students will be able to write a short paragraph of comparing traditions around the world. **E10.4.W2.** Students will be able to write the things they used to do when they were children.	Documentaries Scanning and Matching Headings with Paragraphs Pictures of a City in Turkey... Years Ago and Now Short Reading Texts Completing Time Lines with Events and Dates Descriptive Paragraphs Oral Presentations Posters of Past and Present Collaborative Story Writing Songs Communicative Games **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

10th Grade

THEME 5: TRAVEL		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Talking about past and present events/experiences **2. Booking** **3. Exchanging ideas and plans** **4. Asking for approvals and/or confirmations** -Where have you been? -Have you ever…? I have visited… -Did you like it there? -It is the most beautiful scenery I've ever seen. It's really worth seeing. I have just tidied my room. -Have you finished your final report? -Yes, I've just finished it. -Which places should I visit? -You should visit … How can I go to the…? I'd like to book a room, please. Pardon? Sorry, did you say... ? You asked for a double room, didn't you? You aren't travelling alone, are you? -Which countries have you visited so far? -I've visited... -Which one did you like most? -I liked … I have read 'The Turkish Embassy Letters' by Lady Montagu.	**Listening** **E10.5.L1.** Students will be able to list phrases for booking in a recorded text. **Pronunciation** **E10.5.P1.** Students will be able to practice intonation in question tags (both rising and falling). *Eg. You aren't travelling alone, are you? (falling/rising intonation)* **Speaking** **E10.5.S1.** Students will be able to ask and answer about their own and other people's travel experiences. **E10.5.S2.** Students will be able to book a room at a hotel/ a table in restaurant etc. **E10.5.S3.** Students will be able to confirm information during a conversation. **E10.5.S4.** Students will be able to take part in a dialogue in a group to make a travel plan. **Reading** **E10.5.R1.** Students will be able to make use of written instructions in order to draw a route. **E10.5.R2.** Students will be able to classify different vacation types in a reading passage. **Writing** **E10.5.W1.** Students will be able to write an e- mail to a friend about their holiday experiences. **E10.5.W2.** Students will be able to prepare a travel guide of a city they have visited.	Movies Maps (city and country) Realia Information-gap Currencies Announcements Phone Conversations Flight schedule screens Surveys Roleplays Problem Solving Activities Websites Brochures Writing Postcards Songs Communicative Games **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY** **ELP Self-Assessment**

10th Grade

THEME 6: HELPFUL TIPS		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Giving and receiving advice **2. Talking about rules and regulations** **3. Talking about consequences** You can remove a stain with baking soda. If you have a toothache, you should see a dentist. Excuse me, can you tell me where I can buy …? In my opinion, you should visit the patients and your relatives. Can you buy some…? If you are good at solving problems, you could be an executive. You must study hard for the exam if you want to get a higher grade. You should visit the company website and learn more about the firm before making a final decision. Could you please give me a hand? If we don't use the energy sources wisely, the Earth will … If you want a clean and healthy world, you should….	**Listening** **E10.6.L1.** Students will be able to analyze the situation and the phrases related to giving and receiving advice. **Pronunciation** **E10.6.P1.** Students will be able to practice intonation in advice structures. *Eg. You should see a doctor. (rising intonation)* **Speaking** **E10.6.S1.** Students will be able to talk about the consequences of wasting energy sources. **E10.6.S2.** Students will be able to talk about household chores they are responsible for. **Reading** **E10.6.R1.** Students will be able to identify the advice, rules and regulations in a text. **E10.6.R2.** Students will be able to make use of contextual clues to infer the possible consequences about helpful tips. **Writing** **E10.6.W1.** Students will be able to write a paragraph about possible consequences when they don't obey the rules. **E10.6.W2.** Students will be able to write an advice letter about youth problems.	Movies Signs Realia Online or Offline Magazines Advice Jigsaw Readings Scanning and Matching Solutions with Problems Roleplays Reading and Acting out Dialogues Songs Communicative Games **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

10th Grade

THEME 7: FOOD AND FESTIVALS		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Talking about national and international festivals **2. Describing actions and processes** I'm interested in… I wonder how… Chocolate Festival is held in Amsterdam every October. Antalya International Film Festival is organized in Turkey every October. Every street, building and house is decorated with red during the celebrations of Chinese New Year. Two religious festivals (Ramadan /Eid al Fitr and Sacrifice Feast/Eid-al-Adha) are celebrated in Turkey every year. Family members visit each other to improve relationships. First, the peppers are sliced into small pieces. Later on the eggs are broken into a bowl. The stove is turned on/ The oven is heated…. The pan is heated and … the table is set. If you want to design your own digital story, first you should…	**Listening** **E10.7.L1.** Students will be able to order the steps of a process given in a TV Show. **Pronunciation** **E10.7.P1.** Students will be able to practice the pronunciation of problematic words for Turkish learners of English (answer, determine, examine, whole, foreign, career, etc). **Speaking** **E10.7.S1.** Students will be able to take part in a dialogue about introducing national and international festivals. **E10.7.S2.** Students will be able to describe the steps of a process related to national and international festivals. **Reading** **E10.7.R1.** Students will be able to evaluate a text to classify various cuisines around the world. **E10.7.R2.** Students will be able to diagrammatize a text about different festivals all around the world. **Writing** **E10.7.W1.** Students will be able to write a process paragraph/blog about their favourite festival.	Movies on Describing the Steps on How to Carry out a Simple Task Recipes Realia Short Reading Texts on Processes Putting Pictures/Sentences in Order Group Blogs Oral Presentations Roleplays Songs **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

10th Grade

THEME 8: DIGITAL ERA		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Stating personal opinions in everyday conversations **2. Stating preferences** **3. Stating causes and effects** **4. Giving an extended description and detailed information about people/places/events** I prefer tablets over notebooks to read online because… I believe social media will be more important in the future, so everyone should have basic computer skills. My cousin Gary, who is only14 years old, can design his own tablet applications. 1991 is the year when WWW became available for everyone. I think, I believe because, so, therefore I prefer…, I'd rather…, She is my digital friend who has the coolest avatar. I watched a documentary which was about technology and the use of social media.	**Listening** **E10.8.L1.** Students will be able to identify detailed information from podcasts in English. **E10.8.L2.** Students will be able to determine personal opinions about technology in a video/recorded text. **Pronunciation** **E10.8.P1.** Students will be able to practice /w/ and /v/ sounds. *Eg. Wide /waɪd/ very /verɪ/* **Speaking** **E10.8.S1.** Students will be able to make comments on innovations by stating causes and effects. **E10.8.S2.** Students will be able to talk about their preferences in technological devices. **Reading** **E10.8.R1.** Students will be able to scan a text about the evolution of technology for specific information. **E10.8.R2.** Students will be able to evaluate the effects of social media in a written text to draw conclusions. **Writing** **E10.8.W1.** Students will be able to write a cause and effect paragraph about the importance of netiquette. **E10.8.W2.** Students will be able to write an online-digital collaborative story.	Movies E-poster Generators Podcasts Online Animation Makers Online Survey Generators Movie Makers E-posters/E-picture Galleries Class Blogs Sample Blogs (online or offline) Sample Emails Roleplays Online Tele-Conversations and Recordings Debate Songs Communicative Games **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY** **ELP Self-Assessment**

10th Grade

THEME 9: MODERN HEROES AND HEROINES		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1.Talking about imaginary situations **2. Expressing wishes** **3.Guessing meaning from the context** If I were a hero, my superpowers would be… If I were a hero, I would help other people. If I had superpowers, I would… If I were invisible, I would… If I were rich, I'd buy … If I were you, I'd tell the truth. I wish I could fly. "My hero is… because…" Aziz Sancar is our national modern hero because… I think Canan Dağdeviren is a modern heroine because… Kenan Sofuoğlu is the most successful World Supersport rider of all time He wishes he had some free time. I wish you were here.	**Listening** **E10.9.L1.** Students will be able to recognize the phrases related to imaginary situations in a recorded text. **E10.9.L2.** Students will be able to make use of contextual clues to infer meanings of unfamiliar words from a video about cartoons and superheroes/heroines. **Pronunciation** **E10.9.P1.** Students will be able to practice the contraction of "I would" *I'd /aɪd/* **Speaking** **E10.9.S1.** Students will be able to talk about their personal hero (who he/she is and why he/she is their hero/heroine). **E10.9.S2.** Students will be able to talk about what they would do if they were a hero(ine). **Reading** **E10.9.R1.** Students will be able to guess the meaning of unfamiliar vocabulary using contextual clues from a text about modern heroes and heroines. **E10.9.R2.** Students will be able to interpret a text to identify the author's wishes. **Writing** **E10.9.W1.** Students will be able to write a paragraph imagining themselves as a hero/heroine.	Movies Brainstorming Charts Discussion of Pictures Cartoons Picture clues Reading short texts Roleplays Writing Short paragraphs Songs Communicative Games **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

10th Grade

THEME 10: SHOPPING		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Making comparisons **2. Talking about different kinds of clothing and shopping** **3. Describing objects, and people** The blue shirt is cheaper than the red one. The white shirt is the cheapest. Which one is more expensive? Which is the cheapest one? -Do you have a larger size? -I want a smaller size shirt, please. I think the blue headscarf is nicer. I think this dress is much more stylish than the blue one. The biggest shopping mall in the world is…. There are several choices for product X. You can buy a smaller one for … TL. It's available in corner shops or online shopping sites (at lower prices). You shouldn't spend more than you earn. Repairing your laptop is cheaper than buying a new one.	**Listening** **E10.10.L1.** Students will be able to categorize the descriptive vocabulary related to objects and people in a recorded text. **E10.10.L2.** Students will be able to fill in the blanks in a recorded dialogue in a clothes shop. **Pronunciation** **E10.10.P1.** Students will be able to practice intonation in comparative and superlative structures. **Speaking** **E10.10.S1.** Students will be able to compare clothes by using key words and phrases related to shopping. **E10.10.S2.** Students will be able to act out a dialogue in clothes shop. **Reading** **E10.10.R1.** Students will be able to answer comprehension questions of a text on clothing in different cultures. **Writing** **E10.10.W1.** Students will be able to prepare a blog about new trends on technology/architecture/fashion etc… **E10.10.W2.** Students will be able to write an informative paragraph about prices and characteristics of a type of a product in order to compare their preferences.	Movies Pictures of Animals, People, and Places to Compare and Contrast Realia Product Catalogues and Advertisements Roleplays Group Problem Solving Activities Songs Communicative Games **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY** **ELP Self-Assessment**

11th Grade

ORTAÖĞRETİM İNGİLİZCE DERSİ 11. SINIF ÖĞRETİM PROGRAMI (CEFR "B1+ , B2" SEVİYELERİ)

On birinci sınıf İngilizce dersi öğretim programı Avrupa Dilleri Öğretimi Ortak Çerçeve Programında (ADOÇP) açıklanan B1+ ve B2 seviyelerine denk gelmektedir. 11. sınıfta yabancı dil eğitimi gören bir ortaöğrenim öğrencisi, bu eğitim yoluyla yabancı kültürler ve toplumlar hakkındaki anlayışını pekiştirir, böylece kendi kültürü ve diğer kültürler arasındaki ayrımları yordayabilir. Dil örüntüleri, sözcük bilgisi, biçem bilgisi, sözdizim yapıları ve metinlerin organizasyonu hakkındaki bilgilerini geliştiren öğrenci İngilizceyi yaratıcı ve eleştirel bir şekilde kullanabilir. Öğrenci dil ve kültürü araştırarak konuşma, dinleme, okuma ve yazma becerilerini geliştirmenin yanı sıra kendini bağımsız ve akıcı bir dil kullanıcısı yapacak becerileri kazanır. İngilizce programının bu seviyedeki amaçlarından bazıları öğrencilerin hedef dili konuşan ülkelerin kültür değerlerini tanımalarına ve ayırt etmelerine olanak tanımak, kendi kültürlerinin ve diğer kültürlerin değerlerini fark ederek farklı olana saygı göstermelerini sağlamak ve diğer kültürleri öğrenme ile kendi kültürünü başka kültürlerdeki insanlara aktarmada akıcı iletişim becerilerine sahip olmalarına yardımcı olmaktır. Bunlara ek olarak 11. sınıf İngilizce programı öğrencilerin İngilizce kullanarak kendilerini ifade etme, başkalarıyla iş birliği yapma ve birlikte problem çözme becerilerini geliştirmeyi amaçlamaktadır. Bu genel amaçların çerçevesinde 11. sınıf programında İngilizce dinleme, konuşma, okuma, yazma becerilerini etkileşimli olarak geliştirmek ve sözcük bilgisini zenginleştirmek hedeflenmektedir.

B1 (Bağımsız Kullanıcı)

Okul, iş, ve boş zamanlar gibi bilindik konularda, standart dil net bir şekilde kullanıldığında konunun ana noktalarını anlayabilir. Hedef dilin konuşulduğu bir bölgeye yapılan yolculuk sırasında karşılaşılan durumların çoğunda sorunların üstesinden gelebilir. Yaşadığı olay ve deneyimleri, hayallerini, umutlarını ve hedeflerini anlatabilir, görüşlerini kısa olarak gerekçelendirebilir ve açıklama yapabilir. Açık ve standart bir dil söz konusu olduğunda ve iş, okul, eğlence, vs. bildik şeyler söz konusu olduğunda ana konuları anlayabilir. Bilindik ve ilgi alanına giren konular üzerine yalın ve tutarlı bir söylem üretebilir. Bir olayı, bir deneyimi ya da bir düşü anlatabilir, bir beklentiyi betimleyebilir ve bir projeye veya bir düşünceye ilişkin gerekçeler ya da açıklamaları kısaca dile getirebilir.

B2 (Bağımsız Kullanıcı)

Somut ve soyut konulardaki zor metinlerin içeriğini ve kendi branşındaki tartışmaları anlayabilir. Sıradan bir sohbette hedef dili anadili olarak konuşan birisi ile her ikisinin de fazla zorluk çekmeyeceği şekilde spontane ve akıcı konuşup anlaşabilir. Geniş bir konu yelpazesinde net ve detaylı bir şekilde kendini ifade edebilir. Güncel bir konuda kişisel fikrini dile getirebilir, farklı seçeneklerin avantaj ve dezavantajlarını sıralayabilir.

11th Grade

THEME 1: FUTURE JOBS		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Making plans and predictions **2. Making an appointment** **3. Talking on the phone** Some students are going to be teachers, some are going to be doctors and some are going to be fashion designers. What are you going to do in your future career? I'm going to study bio-genetic engineering. I guess I'll study mechatronics engineering. Is five o'clock tomorrow a good time for you? Can we meet at three o'clock? -Is it possible for you to see me next week for a short meeting? -Yes, sure. -I'm afraid I'll be in another meeting. I am free after nine a.m. "No wind favors he who has no destined port." Michel de Montaigne	**Listening** **E11.1.L1.** Students will be able to detect factual information about job related topics in a recorded text. **Pronunciation** **E11.1.P1.** Students will be able to practice contraction of "will" and "am/is/are, going to" in positive and negative sentences. **Speaking** **E11.1.S1.** Students will be able to talk about future plans and predictions. **E11.1.S2.** Students will be able to make an appointment on the phone. **Reading** **E11.1.R1.** Students will be able to analyze different job ads from newspapers/websites to match them with CVs. **E11.1.R2.** Students will be able to find the main idea of a text on successful entrepreneurs of the 21st century. **Writing** **E11.1.W1.** Students will be able to write CVs/Letters of intent for different job applications.	Videos of Job Interviews Job Ads Job Application Forms CV Samples Time-tables Interviews Communicative Games Information Gap Activities **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY** **ELP Self-Assessment**

11th Grade

THEME 2: HOBBIES AND SKILLS		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Expressing likes, dislikes and interests **2. Expressing preferences** **3.Talking about present and past abilities** I enjoy hanging out with my friends. I am good at computer skills. I want to learn how to play chess. I am good at… She is gifted in... I am good at fixing things such as toys and gadgets. How about you? Do you also…? Do you want to specialize in Turkish Calligraphy Art? I am keen on helping the poor in my neighbourhood and all over the world. What I like most is to spend time with my friends and relatives. Stephan Hawking could walk when he was young. I'd rather buy a sports car than a sedan.	**Listening** **E11.2.L1.** Students will be able to build relationships between the conversations in a recorded text and pictures about the people's likes, dislikes, interests and preferences. **Pronunciation** **E11.2.P1**. Students will be able to pronounce plural and third person "-s" sounds. *Eg. drinks / drɪŋks / sings /sɪŋz/ wishes /wɪʃɪz/* **Speaking** **E11.2.S1.** Students will be able to take part in a dialogue about likes dislikes, interests and preferences. **E11.2.S2.** Students will be able to ask and answer questions about their present and past abilities. **Reading** **E11.2.R1.** Students will be able to identify lexis and expressions related to past abilities in a text. **E11.2.R2**. Students will be able to paraphrase information in a text about people's choices. **Writing** **E11.2.W1.** Students will be able to write a paragraph about their interests and abilities.	Movies Posters Dialogues Interviews Surveys Jeopardy Game Pictures on fashion/pets/cuisines/sports **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

11th Grade

THEME 3: HARD TIMES		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1.Describing events happening at the same time in the past **2.Explaining people's habits in the past** As there was no electricity, people used to use candles at home. A couple of decades ago, people used to wash their clothes in river. My brother was riding his bike when he broke his leg. As/While I was driving in India a few years ago, I found myself in the tiger area. When my grandparents were young, there were no mobile phones.	**Listening** **E11.3.L1.** Students will be able to recognize vocabulary indicating the sequence of events in a recorded text/video. **E11.3.L2.** Students will be able to identify the events happening at the same time in the past in a recorded text/video. **Pronunciation** **E11.3.P1.** Students will be able to differentiate between rising and falling intonation. *Eg. It rained every day in the first week. (falling and rising intonation)* **Speaking** **E11.3.S1.** Students will be able to talk about past habits. **E11.3.S2.** Students will be able to talk about a personal experience in the past. **Reading** **E11.3.R1.** Students will be able to answer the questions about a text on people's habits and experiences in the past. **E11.3.R2.** Students will be able to analyze a short story (plot, setting, climax, characters etc.) to summarize it. **E11.3.R3**. Students will be able to identify thesis statement, topic sentences, supporting points and examples in a given sample essay about a challenge. **Writing** **E11.3.W1.** Students will be able to complete the missing parts of a short story with their own words.	Posters Age-appropriate literature such as myths, stories, rhymes English Monolingual Dictionaries Roleplay Conversations Surveys Survey Reports Interviews Communicative Games Information Gap Activities Songs **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY** **ELP Self-Assessment**

11th Grade

THEME 4: WHAT A LIFE		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Describing places, people, and events in the past **2. Ordering events** **3. Talking about personal experiences in the past** Before he gained his fame in art, Mimar Sinan had built many masterpieces all around the empire. After I had graduated from high school, I entered the university. When I went home, she was cooking dinner. He got married at the age of fifty and had five children. Before the Independence War started, Turkish people had had a hard life. Alija Izetbegovic became the first president of the Bosnia-Herzegovina.	**Listening** **E11.4.L1.** Students will be able to identify expressions related to ordering past events in a recorded text. **E11.4.L2.** Students will be able to put the past events in order in a recorded text/video. **Pronunciation** **E11.4.P1.** Students will be able to practice pronunciation of *ed* sounds-following voiced and unvoiced consonant sounds and following /t/-/d/ sounds. *Eg. Wanted /wɒntɪd/ injured /ɪndʒərd/* **Speaking** **E11.4.S1.** Students will be able to share their personal experiences in the past. **E11.4.S2.** Students will be able to describe places, people and events in the past. **Reading** **E11.4.R1.** Students will be able to order the events in the biography of a famous person/ inventor/ scientist/ celebrity. **Writing** **E11.4.W1.** Students will be able to write an essay about a well-known figure from Turkish history.	Time Lines Graphic Organizers Biographies Literature, such as Short Stories and Poetry Completing a Story Roleplay Communicative Games Information Gap Activities Songs **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

11th Grade

THEME 5: BACK TO THE PAST		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Expressing wishes and regrets for past events **2. Talking about unreal past events** If I had been more hardworking during my high school years, I could have studied at a better university. If he hadn't been addicted to alcohol, he wouldn't have lost his family. I wish I hadn't had an accident. I wish you had seen Dr. Green. I wish you hadn't moved to another city. I wish I had helped my friend study for his exams.	**Listening** **E11.5.L1.** Students will be able to identify expressions related to unreal past events in a recorded text. **E11.5.L2.** Students will be able to determine relevant or/and irrelevant information in a recorded text/video about wishes and regrets. **Pronunciation** **E11.5.P1.** Students will be able to practice contraction of had/would. *E.g. I'd: I had/ I would* **Speaking** **E11.5.S1.** Students will be able to talk about their regrets and wishes about past events. **E11.5.S2.** Students will be able to ask and answer questions about unreal past events. **Reading** **E11.5.R1.** Students will be able to analyze a text to distinguish the expressions used to express wishes, regrets and unreal past. **Writing** **E11.5.W1.** Students will be able to write their opinions and regrets according to **#Iwish.**	Letters E-mails Online Chat Roleplays Historical and Cultural Figures Communicative Games Information Gap Activities Songs **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY** **ELP Self-Assessment**

11th Grade

THEME 6: OPEN YOUR HEART		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Expressing degrees of certainty in the past **2. Expressing the criticism for the events in the past** You should have done your homework. I could have studied more for the exam. They could've been nicer to the new student. He must have sent the letter to a wrong address. She might have gone to downtown. I could have been hurt more badly, thank God I wasn't. You should have been more patient in the traffic jam yesterday.	**Listening** **E11.6.L1.** Students will be able to find out the speakers' moods and purposes (deduction or criticism) by using the contextual clues in a recorded text or video. **Pronunciation** **E11.6.P1.** Students will be able to practice the pronunciation of "contraction in past modals". *Eg. could have – could've* **Speaking** **E11.6.S1.** Students will be able to criticize an action in the past. **E11.6.S2.** Students will be able to express their inferences from the results of events in the past. **Reading** **E11.6.R1.** Students will be able to draw conclusions for the past events in a text. **Writing** **E11.6.W1.** Students will be able to write a letter to criticize an event/organization.	Movies Short Stories Matching Criticism with Suggestions Personal Diary Entry Reflective Paragraphs Advice Columns Call Center Dialogues Roleplays Dialogues Self-evaluation Checklists **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

11th Grade

THEME 7: FACTS ABOUT TURKEY		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Talking about landmarks and monuments **2. Describing cities and historic sites** **3. Asking for and giving more detailed information** What are the must see attractions in Istanbul/around here? Anıtkabir is located in Ankara. Several castles in Anatolia were built by the Romans. Pamukkale hot springs and travertines are one of the most popular destinations for tourists in Turkey. Ephesus was founded in the 10th century BC. Süleymaniye Mosque was designed by Sinan, The Great Architect. Gelibolu (Gallipoli) is worth seeing. Ramadan in Turkey is a social ritual to revive the communal relationship apart from a spiritual practice.	**Listening** **E11.7.L1.** Students will be able to recognize information about the description of a monument or a historic site in a recorded text. **Pronunciation** **E11.7.P1.** Students will be able to practice the pronunciation of /wəz/ and /wɒz/ **Speaking** **E11.7.S1.** Students will be able to give a presentation on a monument or historical site. **E11.7.S2.** Students will be able to interview with a friend to get detailed information about places he/she has visited. **Reading** **E11.7.R1.** Students will be able to find out specific information in a text describing historical sites in Turkey. **Writing** **E11.7.W1.** Students will be able to write a blog post recommending places to visit in Turkey.	Short Documentaries Historical Figures and Monuments Pictures Posters Travel Guides Roleplays Information Gap Activities Songs **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

11th Grade

THEME 8: SPORTS		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Reporting news **2. Making interview** **3. Talking about sports** Yasemin Dalkılıç says that all the women can achieve their goals. Atatürk says that he likes sportsmen who are smart, agile and also well-behaved. Many psychologists say that doing sports helps teens develop and maintain friendships. The Paralympic Games is a major international multi-sport event of athletes with a range of physical disabilities. Cliff diving is defined as the acrobatic perfection of diving into water from a cliff. Wingsuit fliers wear parachute equipment specially designed for sky diving. FILA has announced that Hamza Yerlikaya is the wrestler of the century.	**Listening** **E11.8.L1.** Students will be able to identify the lexis and jargon about extreme sports in a recorded text. **Pronunciation** **E11.8.P1.** Students will be able to practice rising and falling intonation in questions. *Eg.Would you like another coffee? (rising and falling intonation)* **Speaking** **E11.8.S1.** Students will be able to exchange opinions about outdoor/extreme sports. **E11.8.S2.** Students will be able to ask questions to make an interview with a sportsperson. **Reading** **E11.8.R1.** Students will be able to analyze a text involving different kinds of extreme sports to reorder the scrambled paragraphs. **Writing** **E11.8.W1.** Students will be able to write a report on the interview they have made.	News websites Blogs Reflective Paragraphs Matching Sentences with Pictures Conversations Interviews Roleplays Simulations Peer Evaluation Checklists Information Gap Activities Communicative Games **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY** **ELP Self-Assessment**

11th Grade

THEME 9: MY FRIENDS		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Describing events, places and people **2. Asking for and giving clarification** The man you saw… The place where we went on picnic…. Mr. Richardson, (who is) our teacher of physics, is a …. Find the student who is the most easygoing. True companions are those who keep promises, show respect…	**Listening** **E11.9.L1.** Students will be able to organize specific information in a narrative about a person or an event. **Pronunciation** **E11.9.P1.** Students will be able to practice the pronunciation of assimilation- elision. Eg. *Good boy- gubbɔɪ* *The conjunction "and" is pronounced as /ænd/ by itself, but in the normal use of the phrase you and me, we usually say /ən/, as in /juənmɪ/ friendship /frenʃɪp/.* **Speaking** **E11.9.S1.** Students will be able to ask and answer questions to clarify a well-known / common person or a place. **Reading** **E11.9.R1.** Students will be able to scan online and printed newspaper articles about well-known people to find out personal details. **Writing** **E11.9.W1.** Students will be able to write a text about their teachers and friends for a school magazine. **E11.9.W2.** Students will be able to write a booklet to describe their hometown.	News Websites Online Newspapers Print Media Roleplays Debates Surveys Graphs/Charts **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

11th Grade

THEME 10: VALUES AND NORMS		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Expressing opinions **2. Exchanging ideas** **3. Making comments** Turkish people are not only hospitable but also… Nasreddin Hodja is not only a great humorist but also a great philosopher and a man of wisdom. I think that all societies… What do you think about the values of the modern World? I believe… Good company supports both good morals and humanity. Neither men nor women deserve inequality. "We love all the created for the sake of the Creator." Yunus Emre "Either seem as you are, or be as you seem." Mevlana Celaleddin-i Rumi Peace begins within each one of us. How do people feel when they are exposed to discrimination, humiliation, violation…?	**Listening** **E11.10.L1.** Students will be able to identify the topic and the main idea of a recorded text/video. **Pronunciation** **E11.10.P1.** Students will be able to practice the sounds of /i:/ and /aɪ/. e.g. *neither /ˈnaiðər/, either /ˈaiðər/* **Speaking** **E11.10.S1.** Students will be able to exchange ideas about values and practices. **E11.10.S2.** Students will be able to make comments about moral values and norms in different cultures. **Reading** **E11.10.R1.** Students will be able to distinguish the main idea from supporting details in a text about the effects of values on societies. **Writing** **E11.10.W1.** Students will be able to write an essay about the importance and effects of values and norms in society. **E11.10.W2.** Students will be able to write slogans about spiritual, moral and social values.	Movies Interviews Roleplays Family Albums Pictures of the past and present Surveys Debates **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY** **ELP Self-Assessment**

12th Grade

ORTAÖĞRETİM İNGİLİZCE DERSİ 12. SINIF ÖĞRETİM PROGRAMI (CEFR "B2, B2+" SEVİYELERİ)

On ikinci sınıf İngilizce dersi öğretim programı, Avrupa Dilleri Öğretimi Ortak Çerçeve Programında (ADOÇP) belirlenen düzeylerden B2 ve B2+ (Bağımsız Kullanıcı) düzeylerine denk gelmektedir. Bu düzeydeki öğrenci grubunda geliştirilmesi beklenen öncelikle konuşma ve tartışma ortamında öğrencinin kendini rahat ve etkili bir şekilde ifade edebilme becerisidir. 12. sınıf programının genel hedeflerini, 11. sınıf programında olan Avrupa Dilleri Öğretimi Ortak Çerçeve Programının (ADOÇP) B2 düzeyi için belirlediği kazanımların yanı sıra B2+ düzeyi için belirlenen kazanımlar oluşturmaktadır. Dört dil becerisini birleştiren 12. sınıf öğretim programında, öğrencilerin farklı bağlamlarda etkili sözlü ve yazılı iletişim kurabilmeleri ön plana çıkarılmıştır. İşlev ve iletişim odaklı izlencelerin gereklerine uygun bir biçimde, gerçekleştirilmesi beklenen iletişimsel işlevler ve özümsenmesi beklenen sözcükler/sözcük öbekleri ile dilbilgisi yapıları bir konu bütünlüğü içinde belirlenmiş ve bağlamlandırılarak sunulmuştur. Programın içeriği belirlenirken ergenlikten yetişkinliğe geçişin ilk aşamasını deneyimleyen 12. sınıf öğrencilerinin genel özellikleri öncelikli olarak dikkate alınmıştır. 12. sınıf öğretim programında sıklıkla yer bulan iletişimsel görevler ve proje çalışmaları bu yaş grubundaki bireylerin İngilizce'yi eğlenerek ve severek öğrenmelerini hedeflemektedir.

B2 (Bağımsız Kullanıcı) Ortak Yeti Açıklamaları

Kendi alanındaki teknik bir tartışma dâhil, somut ve soyut konulardaki karmaşık metinlerin özünü ve içeriğini anlayabilir. Hedef dili ana dili olarak konuşan bir kişiyle belli bir doğallık ve akıcılık derecesinde iletişim kurabilir. Geniş bir konu yelpazesinde net ve detaylı bir şekilde kendini ifade edebilir. Güncel bir konuda kişisel fikrini dile getirebilir, farklı olasılıkların fayda ve sakıncalarını açıklayabilir.

B2 + (Bağımsız Kullanıcı) Ortak Yeti Açıklamaları

Sohbet esnasında karşısındaki konuşmacının açıklama ve çıkarımlarına dönüt vererek tartışmanın gelişmesine katkıda bulunur. Diğer konuşmacıların açıklama ve çıkarımlarına ustalıkla katkı sağlar. Düşünceler arasındaki uyum ve ilişkiyi sağlamak için gerekli olan bağlaçları etkili bir şekilde kullanır. Önemli noktaların üzerinde durarak ve ilgili detayları vererek iddiasını geliştirir.

12th Grade

THEME 1: MUSIC		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Expressing opinion (agreeing, disagreeing, etc.) **2. Expressing preferences** What do you think about…? What are your feelings about…? Don't you think…? Why do you think that ….? I believe/think/suppose... In my opinion,... according to…. My idea/answer/explanation is similar to/related to …. He doesn't agree with him because… I agree/disagree with …that/on . . . I tend to agree with you. The majority believe that…	**Listening** **E12.1.L1.** Students will be able to detect the embedded information in songs/media tools. **Pronunciation** **E12.1.P1.** Students will be able to practice intonation in sentences. *Eg.Is this your camera? (rising and falling intonation)* **Speaking** **E12.1.S1.** Students will be able to exchange ideas about their music preferences. **E12.1.S2.** Students will be able to agree or disagree with others by sharing their opinions about music. **Reading** **E12.1.R1.** Students will be able to infer people's music preferences from their ideas about music in a reading text. **E12.1.R2.** Students will be able to analyze surveys/interviews to answer related questions. **Writing** **E12.1.W1.** Students will be able to write a survey report on their friends'/teachers' music preferences.	Conversations Songs Interviews / Surveys Survey Report Argumentative / Descriptive Texts TV / Radio Recordings Games Project (music contest e.g..karaoke, music quiz) **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

12th Grade

THEME 2: FRIENDSHIP		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Describing personal features **2. Making conclusions** **3. Stating reasons** What does she look like? What kind of a person is…? He can't be in his 60s. He looks much younger. …who behaves like a child… …as handsome as… Kyle and Randy are similar because they are both… Claire and Vivian are similar in that …. The twins differ in their attitude towards animals. One similarity between Travor and John is... What do you have in common with…? She writes to him every day. She must be... A good friend is generous, supportive, helpful and patient.	**Listening** **E12.2.L1.** Students will be able to extract specific information from a conversation between friends. **E12.2.L2**. Students will be able to make inferences about the quatlities of a good friend through a recorded text. **Pronunciation** **E12.2.P1.** Students will be able to practice syllable/word stress. Eg. *Engineer* /ˌendʒɪ'nɪə*(r)*/ **Speaking** **E12.2.S1.** Students will be able to ask and answer questions about personal features. **E12.2.S2.** Students will be able to state reasons while giving clear detailed descriptions about physical appearances. **E12.2.S3.** Students will be able to interpret information from graphic features (graphs, charts, tables, etc.) **Reading** **E12.2.R1.** Students will be able to find irrelevant content about the descriptions of the people in a text. **E12.2.R2.** Students will be able to identify the main conclusions in argumentative texts. **Writing** **E12.2.W1.** Students will be able to write an opinion essay about qualities of a good friend by stating reasons.	Conversations Information Gap Graphics /Charts/Tables Games Poems Songs /Chants Posters Argumentative/ Descriptive Texts Project (e.g. Survey) **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

12th Grade

THEME 3: HUMAN RIGHTS		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Expressing ideas on human rights (gender equality, children rights…) **2. Making suggestions** **3. Discussing problems** Look after those who looked after you. Everyone deserves equal rights. Do the educational opportunities for disabled young people grow rapidly? Every child has the right to get health services, food, education, etc. Freedom of expression is a basic human right. All the goverments should do their best to meet the needs of disabled people.	**Listening** **E12.3.L1.** Students will be able to guess the meaning of lexis and jargon about human rights in a recorded text/video. **E12.3.L2.** Students will be able to distinguish the positive and negative expressions about human rights in a recorded text/video. **Pronunciation** **E12.3.P1.** Students will be able to practice syllable/word stress. *Eg. Disability /ˌdɪsəˈbɪlətɪ/* **Speaking** **E12.3.S1.** Students will be able to make suggestions about improving human rights. **E12.3.S2.** Students will be able to discuss the problems/difficulties of the disadvantaged people in the world. **Reading** **E12.3.R1.** Students will be able to find the supporting ideas in a text about good practices on human rights around the world. **E12.3.R2.** Students will be able to match the paragraphs with the correct phrases/visuals (children rights/gender equality/animal rights/the rights of disadvantaged people, etc.). **Writing** **E12.3.W1.** Students will be able to write mottos/slogans about human rights. **E12.3.W2.** Students will be able to write an argumentative essay including solutions for disadvantaged people's problems.	Conversations Games Songs Real-life tasks Note-taking (e.g. an agenda) Descriptive Texts Project (e.g. comparing jobs) Interviews Roleplay **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

12th Grade

THEME 4: COMING SOON		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Making predictions **2. Expressing degrees of certainty and uncertainty** **3. Receiving instructions about cyber games** I imagine driverless cars will be common in the near future. I guess there won't be cars running with petrol in the future. Next century is going to be very hi- tech, I believe. He is going to buy a high-mileage gas car in order to reduce carbon footprints. What do you think will happen in the year 2030? There won't be … any more in the future. I think air pollution is going to decrease due to the usage of bio-energy until 2030. Please verify your e-mail… Choose your avatar. If people use natural sources excessively, the world will not let human survival. Did you mean this petrol-free car will reduce costs? Many children cannot differentiate between reality and computer games. Cyber and cyborg figures will be around us in near future.	**Listening** **E12.4.L1.** Students will be able to take notes during an informal debate/poster presentation/seminar in a video. **E12.4.L2.** Students will be able to match the topics with recorded passages corresponding to virtual reality and imaginary world. **Pronunciation** **E12.4.P1.** Students will be able to pronounce reduced forms (e.g. 'll, won't). **Speaking** **E12.4.S1.** Students will be able to talk about predictions and plans. **E12.4.S2.** Students will be able to participate in an informal debate about virtual reality and imaginary world/ cyber games to share ideas. **Reading** **E12.4.R1.** Students will be able to read (aloud) a text about cyber crimes and rights to distinguish the lexis and jargon. **E12.4.R2.** Students will be able to reorder the scrambled steps of a cyber game in a text. **Writing** **E12.4.W1.** Students will be able to write detailed descriptions of an imaginary future. **E12.4.W2.** Students will be able to compose a cyber game scenerio.	Games Flashcards Posters Note-taking Having an informal debate Project (e.g. Future Cities) Drawing (e.g. Future Cars) **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

12th Grade

THEME 5: PSYCHOLOGY		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Describing mood **2. Making suggestions to change negative mood** **3. Following and giving instructions** -I feel exhausted and I can't concentrate. -Let's take a break. -I suggest that you take a nap. -I suggest going for a walk. I'd rather have tickets for the opera. If I had a choice, I would go for… Why don't you join a music club? What do you do to clear your mind after school? Close your eyes! Breathe deeply!	**Listening** **E12.5.L1.** Students will be able to list the suggestions to change mood given by a psychologist/friend in recorded text. **E12.5.L2.** Students will be able to identify the speaker's mood, tone, etc in a recorded text. **Pronunciation** **E12.5.P1.** Students will be able to practice sentence intonation and stress. *Eg. Let's take a break. (rising and falling intonation)* **Speaking** **E12.5.S1.** Students will be able to make a Roleplay between a psychologist/school counsellor and a client. **E12.5.S2.** Students will be able to make comment on moods by looking at flashcards. **E12.5.S3.** Students will be able to use different voice levels, phrasing and intonation to give and follow instructions in different moods. **Reading** **E12.5R1.** Students will be able to read a poem loudly by reflecting its tone. **E12.5.R2.** Students will be able to identify specific information in a real-life text. **Writing** **E12.5.W1.** Students will be able to describe their current mood / mood reflected in a song/ painting/photograph through creative writing.	Conversations Real-life texts (Colors and moods) Songs/Poems Pictures/Flashcards Editing Oral retelling Drama/Miming/ Roleplay Project (e.g. At the psychologist/Relaxation techniques/Meditation) **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

12th Grade

THEME 6: FAVORS		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Making requests **2. Accepting and declining requests** **3. Asking for and responding to favors** Can/Could I borrow your…? Is it OK if I use your mobile phone? I would be glad to…. I need a/an/some… I'm really sorry,… Would you mind…? Do you mind if I turn on the conditioner? Did you mean you need my laptop the whole day? I was wondering if you'd mind lending me your bike. Sure! Of course! Help yourself! No. I'm sorry. I don't have one.	**Listening** **E12.6.L1.** Students will be able to identify phrases and the highest frequency vocabulary related to requests in various contexts in a recorded text. **E12.6.L2.** Students will be able to complete a conversation about favors in a recorded text/video. **Pronunciation** **E12.6.P1.** Students will be able to practice " yod coalescence" "Would you / /wʊdʒu/ and could you /kʊdʒu/ ". **Speaking** **E12.6.S1.** Students will be able to distinguish between formal and informal language while accepting and declining requests. **E12.6.S2.** Students will be able to act out a self-prepared dialogue about requests/favours. **Reading** **E12.6.R1.** Students will be able to scan a text for the specific information about a charity organization/foundation. **Writing** **E12.6.W1.** Students will be able to write an announcement to invite people for a charity organization. **E12.6.W2.** Students will be able to write an application letter to an organization for scholarship.	Conversations Flashcards/ Wordcards Roleplay Songs Communicative Tasks Games Competition Project work (Bringing authentic materials such as video scripts into the classroom and focusing on register types) **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

12th Grade

THEME 7: NEWS STORIES		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Narrating a past event / experience **2. Talking about sequential actions** Two people were struck and injured on Monday as they tried to cross the street. When he died, he had already published 20 novels. Fortunately, he survived the accident without a scratch. After, before, first…. Meanwhile…. Following this event, … Unfortunately, I missed the last episode of … That reminds me of my childhood.	**Listening** **E12.7.L1.** Students will be able to list the sequences of the past events in a recorded text/video. **E12.7.L2.** Students will be able to complete a recorded text using cohesive devices. **Pronunciation** **E12.7.P1.** Students will be able to practice sentence stress appropriately. *Eg. I missed the last episode. (rising and falling intonation)* **Speaking** **E12.7.S1.** Students will be able to narrate the events in the past. **E12.7.S2.** Students will be able to make a presentation about unusual/odd news stories. **Reading** **E12.7.R1.** Students will be able to list vocabulary for narrating and describing events in a text. **E12.7.R2.** Students will be able to reorder the past events in a news story. **Writing** **E12.7.W1.** Students will be able to paraphrase news/ stories/ past events. **E12.7.W2.** Students will be able to write a news story/a past experience/an imaginary story.	Conversations Songs Summarizing Preparing a poster or finding headlines for news stories Oral presentation (a news story or a self-made video) Guessing Communicative tasks (e.g. producing a story) Project (e.g. comic strips) Jigsaw puzzle **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

12th Grade

THEME 8: ALTERNATIVE ENERGY		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Describing problems **2. Making complaints** **3. Offering solutions** Sorry to bother you, but I think there's a problem that requires an urgent solution. We'd like you to… I think we should… In order to solve this problem we must first/ initially…. Another way of looking at this problem is… The solution to this problem is… Don't get me wrong, but I think we should... …was a result of… Maybe you forgot to... I think you might have forgotten to...	**Listening** **E12.8.L1.** Students will be able to note down the solutions to the problems of excessive energy consumption around the world in a recorded text. **Pronunciation** **E12.8.P1.** Students will be able to use intonation in a sentence appropriately. *Eg. I think we're completely lost. (falling intonation)* **Speaking** **E12.8.S1.** Students will be able to make complaints and offer solutions to environmental /energy problems. **E12.8.S2.** Students will be able to participate in an informal debate about alternative energy in the future. **Reading** **E12.8.R1.** Students will be able to summarize a reading passage about alternative energy. **E12.8.R2.** Students will be able to analyze a reading passage to find out solutions to environmental problems. **Writing** **E12.8.W1.** Students will be able to write an email/a letter of complaint to a local authority about an environmental problem to suggest solutions. **E12.8.W2.** Students will be able to write their opinions about the usage of alternative energy.	Conversations Roleplay/Simulation Summarizing Video project Interviews Outdoor activities Posters (e.g. wildlife protection, public health) E-mails Environmental Project (e.g. Describing animal habitats) **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

12th Grade

THEME 9: TECHNOLOGY		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Talking about things needed to be done **2. Asking and answering questions in interviews** What do you think about the future of smart phones? I'll have the computer formatted. She wants her smart phone fixed. The teacher does not let the students use their phones in class. Sorry, I can't talk any longer on this issue. I had Mindy download a movie for me. We'll get the PPP done as soon as possible. The teacher made the class do online research on the topic. Could you please get the warranty approved?	**Listening** **E12.9.L1.** Students will be able to list the things needed to be done in a recorded text/video. **E12.9.L2.** Students will be able to find the main idea of a video about technological developments. **Pronunciation** **E12.9.P1.** Students will be able to practice word stress correctly. *Eg. Technology* /tekˈnɒlədʒi/ **Speaking** **E12.9.S1.** Students will be able to exchange ideas and feelings such as surprise, happiness, interest, and indifference about technological devices. **E12.9.S2.** Students will be able to make an interview with a friend about the influence of technology on social life. **Reading** **E12.9.R1.** Students will be able to identify the written lexis and jargon about a web-page on technology. **E12.9.R2.** Students will be able to categorize information in everyday material, such as websites, brochures and magazines. **Writing** **E12.9.W1.** Students will be able to write a note asking someone to have something done. **E12.9.W2.** Students will be able to write a for and against essay discussing technology. **E12.9.W3.** Students will be able to write a description of a hi-tech product by using linking words.	To do lists Notes and messages Songs Advertisements Illustrations Survey/Tables Techno-Project Roleplay/Simulation Informal Debate Presentation Proverbs Idioms Argumentative/ Descriptive Text Competition (e.g. picture of a hi-tech product) **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

12th Grade

THEME 10: MANNERS		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Talking about wishes and regrets **2. Apologizing** **3. Giving explanations** Please accept my apology/apologies for yesterday. I shouldn't have said that… I'm terribly sorry to/about/for… It was not my intention to … If only John knew about it. I wish that someone had told John about it. If only I had woken up early. I wish you wouldn't play with your mobile phone. What I'd like more than anything else is …. Something I have always wanted is …. I didn't mean to hurt you	**Listening** **E12.10.L1.** Students will be able to identify the phrases about wishes, regrets and apologies in a recorded text. **E12.10.L2.** Students will be able to classify the manners in a TV or radio program regarding their origin and practice in daily life. **Pronunciation** **E12.10.P1.** Students will be able to practice sentence stress correctly. *Eg. I'll make a pot of tea if you* ***would like*** *some.* **Speaking** **E12.10.S1.** Students will be able to express regrets, wishes and apologies. **E12.10.S2.** Students will be able to discuss manners in different cultures. **Reading** **E12.10.R1.** Students will be able to identify the main conclusions in argumentative texts. **E12.10.R2.** Students will be able to organize description of events, feelings and wishes in diaries and personal letters. **Writing** **E12.10.W1.** Students will be able to write a letter, note or report on wishes, regrets and apology. **E12.10.W2.** Students will be able to write personal letters describing experiences, feelings and events in detail in relation to the topic.	Conversations Poems Roleplay Games/acting/ Imitation Songs Project (e.g. Shooting a video about wishes, regrets, and apologies) Survey report Pictures/Flashcards Proverbs Idioms Argumentative/Descriptive texts **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**